



EAST COOPER MONTESSORI CHARTER

250 Ponsbury Road
Mount Pleasant, SC 29464

Grades	1-8 Elementary School	
Enrollment	194 Students	
Principal	Jody Swanigan	843-216-2883
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

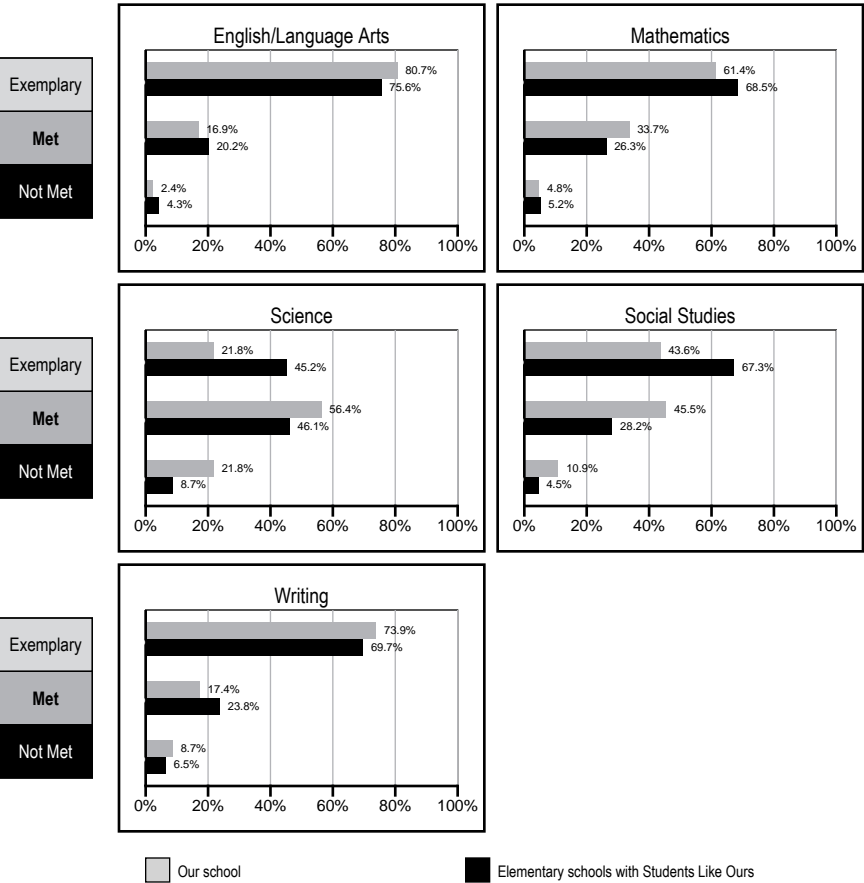
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	0	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=194)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.0%	0.6%	1.1%
Attendance rate	96.6%	Down from 96.8%	96.9%	96.2%
Served by gifted and talented program	31.3%	Down from 53.3%	40.1%	13.4%
With disabilities other than speech	2.5%	Down from 3.8%	1.9%	4.1%
Older than usual for grade	0.0%	No Change	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	42.1%	Up from 40.0%	62.5%	62.5%
Continuing contract teachers	47.4%	Up from 33.3%	84.9%	88.2%
Teachers returning from previous year	83.3%	Up from 66.7%	85.4%	87.8%
Teacher attendance rate	97.1%	Up from 96.1%	95.7%	95.2%
Average teacher salary*	\$42,544	Down 3.7%	\$48,207	\$46,773
Professional development days/teacher	7.9 days	Up from 5.2 days	7.9 days	10.5 days
School				
Principal's years at school	8.0	Up from 6.0	7.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.5 to 1	21.4 to 1	19.9 to 1
Prime instructional time	93.0%	Up from 92.6%	92.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	No	Yes
Parents attending conferences	100.0%	Up from 98.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,124	Down 5.4%	\$7,971	\$7,447
Percent of expenditures for instruction**	56.0%	Down from 58.0%	65.7%	68.4%
Percent of expenditures for teacher salaries**	51.1%	Down from 53.3%	64.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Guided by the principles of Dr. Maria Montessori, East Cooper Montessori Charter School (ECMCS) offers an authentic Montessori education to elementary and middle school students in the Charleston County public school system. ECMCS is the only public charter school in the state of South Carolina serving students in both an elementary environment and middle school environment and has become a model school for new Montessori Charter Schools.

The mission of ECMCS, in part, is to provide a rigorous Montessori education that guides children toward academic excellence and a lifelong love of learning. The school fulfills this aspect of its mission by offering an enriched and cultural curriculum that incorporates and extends district, state and national standards. Montessori education is rooted in the natural curiosity of children about life and the world around them. Students develop their abilities by posing questions, designing investigations, and gaining skills necessary to express and pursue their own research interests. Scientific and mathematical aptitudes, appreciation of history and timelines, literacy across disciplines, and the development of a student's humanity toward the local and global community are all part of the curriculum at ECMCS.

The second part of the school's mission is to encourage stewardship of the greater community. Starting in the first grade, all of our students devote at least 20 hours to an individual community service project called the Yearlong Peace Project. Shelter Box for Japan, collecting coupons for Overseas Coupon Program, various fundraisers for the Turtle Hospital and reading buddies at Malcolm C. Hursey Elementary are just a few of the many organizations to which our students volunteer their time throughout the year. Students are acutely aware of the environment and take care of it by recycling, growing an organic garden and using their herbs to make non-toxic soaps. Parent volunteerism is an integral part of the success of ECMCS and sets the example for students. Parents served nearly 6,000 hours on the school board and committees, helping out in the classrooms and researching community resources to support the schools mission.

The consistent and professional leadership of the Governing Board and school administration remains a cornerstone of its success. The school, like all public schools must continue to do more with less. Our fiscal conservatism and solid strategic planning has allowed the school to implement its plans of expansion to address the yearly extensive wait list of students wanting to attend ECMCS.

The 2010-2011 school-year was filled with many significant accomplishments. The school was again awarded the Palmetto Goal Award; has been the named the host site for CCSD's Montessori training for educators across the state; and offers gifted education in an immersion setting instead of a pull-out model. All ECMCS lead teachers are required to be endorsed in Gifted Education in addition to being state certified in the area of instruction as well as Montessori certified. The school's greatest success is seen in the success of its students.

Jody Swanigan, Principal
Jane Taylor, Governing Board Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	2	25	17
Percent satisfied with learning environment	I/S	92.0%	100.0%
Percent satisfied with social and physical environment	I/S	88.0%	100.0%
Percent satisfied with school-home relations	I/S	88.0%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	29.2%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	128	100	5.6	18.4	76	96.8	83.1	82.4	Yes	Yes
Gender										
Male	60	100	3.4	24.1	72.4	98.3	79.9	78.7	N/A	N/A
Female	68	100	7.5	13.4	79.1	95.5	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	119	100	5.2	16.4	78.4	96.6	94.8	88.9	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	71.9	72.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	100	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	72.9	75.4	I/S	I/S

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	128	100	8	32	60	94.4	82.8	81.9	Yes	Yes
Gender										
Male	60	100	3.4	32.8	63.8	98.3	81.1	79.9	N/A	N/A
Female	68	100	11.9	31.3	56.7	91	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	119	100	6	31	62.9	94.8	94.9	88.9	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	70.9	71.4	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	12	100	16.7	41.7	41.7	91.7	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	72.7	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	83	100	22	53.7	24.4	78	69.2	68.6
Gender								
Male	38	100	13.5	54.1	32.4	86.5	68.4	68.3
Female	45	100	28.9	53.3	17.8	71.1	70	68.9
Racial/Ethnic Group								
White	77	100	15.8	57.9	26.3	84.2	90.4	80.7
African American	4	I/S	I/S	I/S	I/S	I/S	48.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
Socio-Economic Status								
Subsidized meals	6	I/S	I/S	I/S	I/S	I/S	51.8	57.3

Social Studies

All Students	84	100	11.1	45.7	43.2	88.9	75.5	72.5
Gender								
Male	41	100	7.7	51.3	41	92.3	74.4	72
Female	43	100	14.3	40.5	45.2	85.7	76.6	73.1
Racial/Ethnic Group								
White	78	100	9.3	45.3	45.3	90.7	91	81
African American	3	I/S	I/S	I/S	I/S	I/S	60.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	37	100	5.7	20	74.3	94.3	75.8	73.2	96.6	96
Gender										
Male	12	100	9.1	27.3	63.6	90.9	70.7	67.2	96.5	95.9
Female	25	100	4.2	16.7	79.2	95.8	81.1	79.4	96.7	96.1
Racial/Ethnic Group										
White	34	100	6.3	18.8	75	93.8	90.8	81.5	96.6	96.1
African American	1	I/S	I/S	I/S	I/S	I/S	61.3	61.3	97.3	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	96.4	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	98.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	23.9	26	96.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	1	I/S	I/S	I/S	I/S	I/S	62.2	63.2	93.6	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	32	100	6.5	19.4	74.2	93.5
	4	29	100	N/A	N/A	N/A	100
	5	26	100	7.7	30.8	61.5	92.3
	6	15	100	20	20	60	80
	7	14	100	7.1	28.6	64.3	92.9
	8	5	I/S	I/S	I/S	I/S	I/S
2011	3	33	100	3	3	93.9	97
	4	27	100	3.7	25.9	70.4	96.3
	5	25	100	N/AV	N/AV	N/AV	100
	6	19	100	10.5	15.8	73.7	89.5
	7	12	100	18.2	27.3	54.5	81.8
	8	12	100	8.3	25	66.7	91.7
Mathematics							
2010	3	32	100	19.4	22.6	58.1	80.6
	4	29	100	6.9	44.8	48.3	93.1
	5	26	100	11.5	34.6	53.8	88.5
	6	15	100	26.7	33.3	40	73.3
	7	14	100	21.4	35.7	42.9	78.6
	8	5	I/S	I/S	I/S	I/S	I/S
2011	3	33	100	3	21.2	75.8	97
	4	27	100	7.4	37	55.6	92.6
	5	25	100	4.3	47.8	47.8	95.7
	6	19	100	5.3	31.6	63.2	94.7
	7	12	100	27.3	9.1	63.6	72.7
	8	12	100	16.7	41.7	41.7	83.3
Science							
2010	3	16	100	31.3	31.3	37.5	68.8
	4	29	100	10.3	72.4	17.2	89.7
	5	13	100	23.1	53.8	23.1	76.9
	6	7	I/S	I/S	I/S	I/S	I/S
	7	14	100	7.1	57.1	35.7	92.9
	8	2	I/S	I/S	I/S	I/S	I/S
2011	3	16	100	18.8	56.3	25	81.3
	4	27	100	22.2	63	14.8	77.8
	5	12	100	25	41.7	33.3	75
	6	10	I/S	I/S	I/S	I/S	I/S
	7	12	100	27.3	27.3	45.5	72.7
	8	6	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	16	100	26.7	26.7	46.7	73.3
	4	29	100	10.3	58.6	31	89.7
	5	13	100	15.4	30.8	53.8	84.6
	6	8	I/S	I/S	I/S	I/S	I/S
	7	14	100	21.4	57.1	21.4	78.6
	8	3	I/S	I/S	I/S	I/S	I/S
2011	3	17	100	5.9	35.3	58.8	94.1
	4	27	100	11.1	59.3	29.6	88.9
	5	13	100	18.2	27.3	54.5	81.8
	6	9	I/S	I/S	I/S	I/S	I/S
	7	12	100	27.3	54.5	18.2	72.7
	8	6	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	32	100	6.5	38.7	54.8	93.5
	4	29	100	3.4	17.2	79.3	96.6
	5	26	100	7.7	30.8	61.5	92.3
	6	15	100	20	13.3	66.7	80
	7	14	100	7.1	50	42.9	92.9
	8	5	I/S	I/S	I/S	I/S	I/S
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	25	100	8.7	17.4	73.9	91.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	12	100	N/AV	N/AV	N/AV	100

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